DOCUMENT RESUME

ED 467 015 HE 035 105

TITLE	Critical Issue Bibliography (CRIB) Sheet: Students with Disabilities on Campus.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-12-00
NOTE	11p.
AVAILABLE FROM	For full text: http://www/eriche.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Assistive Technology; *College Students; *Disabilities; *Diversity (Student); Educational Policy; Educational Technology; Higher Education; Legal Responsibility; Resources
IDENTIFIERS	*Student Support Services

ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on support services for disabled college students. It is divided into these categories to illustrate the range of resources available and the main issues that are critical to creating a more inclusive campus environment: (1) policy/legal issues; (2) special issues; (3) best practice or programs; (4) diversity; and (5) technology. The annotated bibliography lists one Web resource and 34 print citations, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Students with Disabilities on Campus

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Students with Disabilities on Campus

Since the passage of the Rehabilitation Act of 1973, campuses have worked to develop inclusive policies for students with physical disabilities. In the 1980s, advocates developed an awareness of learning disabilities. Later, the passage of the Americans with Disabilities Act (ADA) in 1990, provided more specific guidelines on how higher education institutions should make their environments more inclusive. Today, as the definition of a "disabled student" expands, colleges struggle to meet the ADA requirements to provide adequate support services to all disabled students.

This CRIB sheet is divided into the following categories to illustrate the range of resources available and the main issues that are critical to creating a more inclusive environment: 1) policy/legal issues; 2) special issues; 3) best practice or programs; 4) diversity; and 5) technology.

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Web Resources

AHEAD
http://www.ahead.org/
The Association on Higher Education and Disability is a membership organization for individuals involved in the development of policy and in the provision of quality support services to serve the needs of persons with disabilities involved in all areas of higher education.

Policy/Legal Issues

EJ620061
Hebel, Sara. (2001, January 26). How a landmark anti-bias law changed life for disabled students. *Chronicle of Higher Education, 47*, 20, A23-A25.
Describes one university's efforts to make its services and facilities accessible to students with disabilities, giving considerable credit to the Americans with Disabilities Act of 1990. Describes the law's effects on the campus as it enters into its second decade, noting attention to glaring deficiencies, highlighting problems that still exists, and discussing changes in faculty attitudes.

EJ601468
Thomas, Stephen B. (2000, Winter). College students and disability law. *Journal of*

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Special Education, 33, 4, 248-57.
This article briefly reviews Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990 and identifies criteria used to determine whether a student is both "disabled" and "qualified." Then, specific areas of admission, accommodation, and dismissal are examined. Finally, guidelines for professors and administrators are offered.

EJ586151
Kerstein, M., & Pastor, R. (1999). How the Americans with Disabilities Act impacts Title IV. *Student Aid Transcript, 10,* 2, 4-5, 7, 9-11.
This article deals with how the American with Disabilities Act affects administration of college student financial aid in areas such as need analysis, determination of satisfactory academic progress, enrollment status, and loan cancellation.

EJ575670
O'Conor, B.A., & Hammond, L. (1998, Summer). Legislative, policy and practice initiatives for students with disabilities in Australian postsecondary education. *Journal of Postsecondary Education and Disability, 13,* 2, 5-18.
Postsecondary education in Australia has undergone major structural change in recent years, accompanied by increased awareness of and policy response to the needs of students with disabilities.

EJ579951
Church, Timothy G., & Neumeister, James R. (1998, Summer). University control of student-athletes with disabilities under the Americans with Disabilities Act and the Rehabilitation Act. *Journal of College and University Law , 25,* 1, 105-184.
Explores the legal issues for colleges and universities in responding to disabled students' requests to participate in intercollegiate athletics.

EJ579949
Weber, Mark C. (1998, Summer). Disability discrimination litigation and institutions of higher education. *Journal of College and University Law, 25,* 1, 53-67.
Discusses several of the principal issues involved in litigation over disability discrimination in colleges and universities, focusing on enforcement in both administrative and judicial arenas.

EJ532674
Milani, Adam A. (1996, Spring). Disabled students in higher education: Administrative and judicial enforcement of disability law. *Journal of College and University Law , 22,* 4, 989-1043.
Administrative and court decisions made since the enactment of the Americans with Disabilities Act (1990), that have clarified the rights and responsibilities of both students and schools, are examined as they relate to the areas of admissions, academic adjustments, auxiliary aids, access, housing, and other issues facing colleges and universities.

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EJ550708
Barber, Charles K. (1996, Fall). Waivers of academic progress requirements for federal financial aid: A reasonable accommodation for students with learning disabilities? *Journal of College and University Law, 23*, 2, 231-53.
Examines a college's obligation to determine whether the satisfactory progress standard should be waived/modified for a learning disabled student. Reviews relevant statutory/regulatory provisions protecting the rights of the disabled and their application to students with learning disabilities. Discusses significant cases concerning "reasonable accommodation" under the law and legal challenges to academic standards, and considers institutional response to student requests.

EJ459072
Frank, Keith, & Wade, Pat. (1993, Jan). Disabled student services in postsecondary education: Who's responsible for what? *Journal of College and University Law, 34*, 1, 26-30.
Notes that the secondary institution, disabled student, and sometimes the state vocational rehabilitation agency need to understand their separate yet interdependent responsibilities. Discusses federal rules and regulations that require provision of academic adjustments and auxiliary aids for disabled students.

ED355834
Barr, Vickie. (1993). *Foreign language requirements and students with learning disabilities. ERIC Digest*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
This digest discusses the dilemma surrounding foreign language requirements at colleges and universities and students with learning disabilities. The digest focuses specifically on the following: waivers and course substitutions, alternatives to waivers and course substitutions, considerations involved in teaching foreign languages to students with learning disabilities, and the Orton-Gillingham Technique. A program designed for teaching Latin to learning disabled students is described, and information on a conference that focuses specifically on foreign language learning and learning disabilities is provided.

EJ472809
McGuinness, Katherine. (1993, Fall). Redesigning your campus for disabled students. *Planning for Higher Education, 22*, 1, 23-27.
The implications for colleges of the Americans with Disabilities Act, which prohibits discrimination against individuals with physical disabilities, are examined. The scope of the law, sections of special relevance to higher education institutions, and appropriate responses are discussed. A plan for policy formation and administrative action is outlined.

EJ448273
Spillane, Stephen A. (1992, Winter). Admission criteria and students with learning disabilities. *Journal of College Admission, 134*, 7-11.
Reviews history, policies and practices of admitting learning-disabled students to

postsecondary institutions. Presents legal and social background information with respect to emergence of undergraduate applicants with learning disabilities, discusses uncertainties that affect response of high school and college admission and guidance counselors, and presents limited data available on admission policies and practices.

EJ561333
Underwood, Daniel, & Swenson, Steven. (1997, Spring/Summer). The Americans with Disabilities Act and employment practices in higher education. *CUPA Journal, 48*, 1-2, 31-39.
Examination of recent cases highlights major provisions and judicial treatment of higher education institutions under the Americans with Disabilities Act. Discusses a wide range of related topics, such as covered entity, disability, qualified individuals, reasonable accommodation, medical testing, drug/alcohol use, exhaustion requirements, and arbitration, mediation, etc.

EJ566410
Pullin, Diana C., & Heaney, Kevin J. (1997, Spring). The use of "flagged" test scores in college and university admissions: Issues and implications under section 504 of the Rehabilitation Act and the Americans with Disabilities Act. *Journal of College and University Law, 23*, 4, 797-828.
Discusses legal aspects of "flagging" college entrance examination scores of students whose special testing accommodations indicate a disability. Provisions of statutes and regulations, judicial decisions, and administrative agency findings governing this practice are outlined and their legality is examined. Also, for counselors evaluating admissions applications, factors to consider when evaluating students with disabilities are outlined.

Special Issues

ED452622
Walters, Jonathan. (2000). *Postsecondary education and individuals with disabilities: Recommendations to New York State for strategies to increase access and opportunity.* Report of the Task Force on Postsecondary Education and Disabilities with Comments from the Expert Panel, Presidents' Panel, Regional Public Forums and Task Force Steering Committee. Albany, NY: New York State Education Department. On-line at: http://web.nysed.gov.
This report presents the recommendations of a New York State task force that addressed ways to enhance access to higher education for individuals with disabilities. Individual focus groups developed strategies in five areas: (1) preparation and readiness for college-level study, (2) funding streams, (3) faculty education and instruction, (4) assistive technology and other supports, and (5) student success and employment.

ED441083
Brown, Dale S. (2000). *Learning a living: A guide to planning your career and finding a job for people with learning disabilities, attention deficit disorder, and dyslexia.* Bethesda, MD: Woodbine House Inc.
This document is a guide to career planning and finding a job for high school and college

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students and graduates with learning disabilities, attention deficit disorder, and dyslexia. The guide, which is written from the perspective of an individual with firsthand experience with a learning disability, explains how individuals can find the best possible job that emphasizes their strengths and minimizes the effects of their disability.

ED381973
Ballard, Gail. (1995). *Career placement for learning disabled students. Final performance report.* New York: Fashion Institute Of Technology.
This paper describes a career placement project which provided special services to students with learning disabilities (LD) at the Fashion Institute of Technology (FIT) in New York City. Forty-five students and sixteen employers participated in the project. Career workshops, individualized job counseling, and employer referrals were provided for students, as well as individualized counseling to help students determine their career direction, choice of major, and courses.

EJ508699
Mendle, Jill. (1995). Library services for persons with disabilities. *Reference Librarian, 49-50,* 105-21.
Examines literature for guiding libraries to develop services that comply with the Americans with Disabilities Act of 1990. Presents a case of the University of Alabama Libraries' establishment of a technologies lab to serve the needs of the blind, visually impaired, and learning disabled students; examines problems and efforts to increase staff awareness.

Best Practice or Programs

ED442421
Kezar, Adrianna (2000). *Summer bridge programs: Supporting all students.* ERIC Digest.
Remediation and support programs, including summer bridge programs, have grown in response to the needs of international students, non-English speakers and disabled students, and others who need help in gaining an equal footing with other students.

ED437777
Hastings, Donald, et al. (1997). *Notetaking for deaf and hard of hearing students: A report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.* Rochester, NY: National Technical Institute for the Deaf.
This report examines needs for notetaking services by deaf or hard of hearing students at the postsecondary level and ways of providing these services. It discusses training, supervision, the responsibilities of those involved in provision of notetaking services, and policies and procedures for providing useful and efficient notetaking services.

ED434593
Harrison, L., & Gardner, D. (1999). *Summer pre-college programs for students with disabilities, 1999.* Washington, DC: HEATH Resource Center, American Council on

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Education.
This document lists summer pre-college programs for students with disabilities who are seeking to prepare for college and to enhance their college performance. The programs listed here do not require students to have been admitted to college nor to they include programs required as a precondition of acceptance into the regular academic program. Programs are listed by state and by institution and include a brief description of the program, as well as program cost and contact information.

EJ589759
Strasburger, R., Turner, M, & Walls, R. T. (1999). Factors relating to the postsecondary success of students with learning disabilities. *Journal of the First-Year Experience & Students in Transition, 11,* 1, 63-76.
Details of a study conducted on 76 college students with learning disabilities (LD) participating in a liberal arts college LD program.

EJ584057
Duffy, J. Trey. (1999, Spring). Disability services: Easier done than said. *Metropolitan Universities, 9,* 4, 19-28.
This article attempts to point out the ways universities can use effective policies and procedures to respond to the issues presented by students with disabilities.

ED380017
Dale, Paul M. (1995). *A successful college retention program.* West Lafayette, IN: Purdue University.
This study assessed the impact of the HORIZONS Student Support Program (HORIZONS is a federally funded program designed to increase retention of the first generation, low income, or physically disabled students) on participating college freshmen at Purdue University. The cornerstone of this project is a freshman orientation course, called "Strategies for Effective Academic Performance," which addresses cognitive and affective needs. This study compared all freshmen in fall 1990 who enrolled for this program, with those that did not. Results showed those that did enroll had a dramatic impact on student retention and rate of graduation.

ED399731
Aune, Betty, and Others. (1996). *Project LEEDS: Leadership education to empower disabled students. Final Report.* Minneapolis, MN: Minnesota University.
This final report describes the activities of Project LEEDS (Leadership Education to Empower Disabled Students), a federally supported project designed to encourage students to become leaders. One hundred and seventy-eight students from 57 institutions participated in the project. The activities of the project include developing and cosponsoring three regional conferences in this subject, providing technical assistance to institutions, developing a leadership training manual, providing consultations, establishing a listserv to foster communication, and producing an annotated bibliography of leadership resources.

EJ527846
Stage, Frances K, & Milne, Nancy V. (1996, July/August). Invisible scholars: Students with learning disabilities. *Journal of Higher Education, 67*, 4, 426-45.
A study examined the experiences of eight undergraduate students with learning disabilities at a large state university. Data was gathered in interviews with the students, director of disabled student services, a tutor, and one faculty member. Analysis focused on student attitudes and behaviors affecting the college experience, institutional factors that helped or hindered adjustment, and student coping strategies.

ED379827
Hauser, Jerald. (1994). *Help and fair play for college learning disabled students*.
This paper addresses the characteristics, achievements, attitudes, and needs of college students with learning disabilities. (LD). LD is defined as a significant discrepancy between measured intelligence and academic achievement.

EJ487998
Roffman, Arlyn J., & Others. (1994, August/September). Helping young adults understand their learning disabilities. *Journal of Learning Disabilities, 27*, 7, 413-19.
Evaluation of an "Understanding Learning Disabilities" (ULD) course at Lesley College (Massachusetts) concluded that the ULD course was effective in expanding learning-disabled students' knowledge base regarding their disability and in teaching them to apply their self- understanding in a social context.

Diversity

ED394752
Friedland, Billie. (1996). *Counselors and educators working together to improve transition of students with disabilities in rural areas*.
The West Virginia University Special Education Transition Project trains school guidance and rehabilitation counselors to support disabled students during school-to-work transition. Competency areas covered by the training included advocacy, career education and guidance, interdisciplinary team-building, transition curriculum, transition program models, and vocational evaluation.

EJ420516
Dodd, John M, & Others. (1990, October). Tribal college faculty willingness to provide accommodations to students with learning disabilities. *Journal of American Indian Education, 30*, 1, 8-16.
A survey of 33 faculty members at Salish Kootenai College examined their support for and use of 14 instructional accommodations with learning-disabled students. Faculty strongly agreed that the college should provide tutorial support and counseling services for students.

ED373507
John Hopkins University Center Talented Youth. (1994). *The gifted learning disabled youth*. Baltimore, MD: John Hopkins University Press.

This collection of articles on gifted learning disabled students begins with an explanation of the philosophy of the Center for Talented Youth at John Hopkins University (Maryland), a list of characteristics of gifted disabled students, and three definitions of learning disabilities. Also provided is a list of resources that includes centers, associations, and organizations; a select sampling of schools; programs; publications; tests and publishers; and recommended readings.

EJ547054
Frank, Zelma Lloyd, & Ball-Brown, Brenda. (1993, Winter). Disabled students of color. *New Directions for Student Services, 64*, 79-88.
Explores why few disabled students of color use student services. Details why some of these students were unnecessarily placed in special education programs and focuses on the experiences of this group. Addresses general cultural differences that can affect responses between people of color and disability services. Provides guidelines for service provision.

Technology

ED422516
Ommerborn, Rainer. (1998). *Distance study for the disabled. National and international experience and perspectives.*
This report examines distance study for disabled individuals in Germany, the European Union, and elsewhere. The following topics are covered: current research on distance study; historical development of distance study and distance teaching universities; needs and experiences of physically, visually, and aurally disabled students at distance teaching universities; media available to help disabled students in their distance study; possible ways of structuring the personal elements in the distance study system; and practical proposals for developing the teaching-learning system so that it can enable disabled students to do independent academic work.

ED396188
Groff, Warren H. (1996). *Creating and sustaining learning communities in the digital era.*
This document contains materials about and products of a practicum devoted to creating and sustaining learning communities in the digital era that was conducted by the Nova Southeastern University in Winter 1996. Human resources development programs are discussed as vehicles for creating high-performance learners, workers and leaders. Described next are efforts to establish/maintain online learning communities, including the Greater Philadelphia Area City-state program. Appendices constituting more than 90% of this document contain information about products of the US National Information Infrastructure Initiative, newsletters, and seminars.

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